

AYNOR HIGH

P.O. Box 128
Aynor, SC 29511

GRADES 7-12 Middle School

ENROLLMENT 865 Students

PRINCIPAL Darrell W. Ricketts 843-358-6261

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	27	6	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

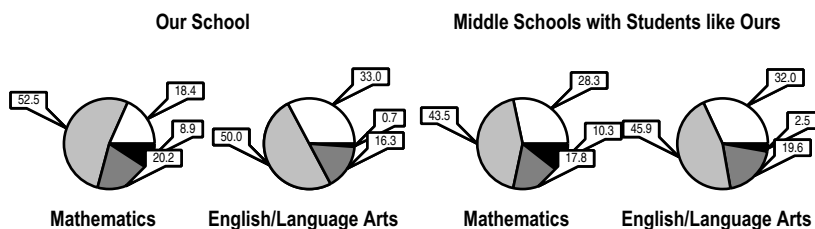
FOR MORE INFORMATION, VISIT WEBSITES AT:




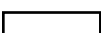
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	49	130	107
Percent satisfied with learning environment	100.0%	98.4%	84.9%
Percent satisfied with social and physical environment	100.0%	97.6%	74.3%
Percent satisfied with home-school relations	97.9%	95.3%	84.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	301	99.7	33.0	50.0	16.3	0.7	17.0	17.6
Gender								
Male	176	100.0	38.8	46.1	14.5	0.6	15.2	17.6
Female	125	99.2	24.3	55.7	19.1	0.9	20.0	17.6
Racial/Ethnic Group								
White	279	99.6	33.1	50.0	16.2	0.8	16.9	17.6
African-American	20	100.0	26.3	52.6	21.1	N/A	21.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	264	99.6	27.0	53.6	18.5	0.8	19.4	17.6
Disabled	37	100.0	76.5	23.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	301	99.7	32.9	50.0	16.4	0.7	17.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	301	99.7	32.9	50.0	16.4	0.7	17.1	17.6
Socio-Economic Status								
Subsidized meals	157	99.4	39.6	47.5	12.9	N/A	12.9	17.6
Full-pay meals	144	100.0	26.2	52.5	19.9	1.4	21.3	17.6

Mathematics								
All students	301	100.0	18.4	52.5	20.2	8.9	29.1	15.5
Gender								
Male	176	100.0	17.0	52.1	21.8	9.1	30.9	15.5
Female	125	100.0	19.1	53.9	18.3	8.7	27.0	15.5
Racial/Ethnic Group								
White	279	100.0	18.1	52.7	20.0	9.2	29.2	15.5
African-American	20	100.0	15.8	52.6	26.3	5.3	31.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	264	100.0	14.1	54.0	21.8	10.1	31.9	15.5
Disabled	37	100.0	50.0	41.2	8.8	N/A	8.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	301	100.0	17.9	52.9	20.4	8.9	29.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	301	100.0	17.9	52.9	20.4	8.9	29.3	15.5
Socio-Economic Status								
Subsidized meals	157	100.0	21.6	52.5	18.7	7.2	25.9	15.5
Full-pay meals	144	100.0	14.2	53.2	22.0	10.6	32.6	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	156	N/A	18.3	58.2	20.3	3.3	23.5
	Grade 8	121	N/A	33.3	45.8	20.8	N/A	20.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	151	99.3	38.6	43.6	16.4	1.4	17.9
	Grade 8	150	100.0	27.5	56.3	16.2	N/A	16.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	156	N/A	17.5	37.7	27.9	16.9	44.8
	Grade 8	121	N/A	10.0	42.5	30.8	16.7	47.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	151	100.0	30.7	37.1	18.6	13.6	32.1
	Grade 8	150	100.0	6.3	67.6	21.8	4.2	26.1

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 865)				
Students enrolled in high school credit courses (grades 7 & 8)	14.2%	Up from 13.0%	15.3%	14.4%
Retention rate	5.8%	Down from 7.5%	2.3%	2.3%
Attendance rate	96.6%	Down from 97.1%	95.3%	95.2%
Eligible for gifted and talented	13.2%	Down from 13.7%	16.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.7%	Down from 15.1%	14.4%	14.1%
Older than usual for grade	7.3%	No change	4.6%	4.9%
Suspended or expelled	7.1%	Up from 1.8%	1.1%	1.3%
Annual dropout rate	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	55.4%	Up from 52.6%	47.1%	47.1%
Continuing contract teachers	91.1%	Up from 82.5%	85.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.0%	Down from 94.8%	86.2%	84.3%
Teacher attendance rate	94.3%	Down from 94.9%	95.1%	95.0%
Average teacher salary	\$41,162	Up 1.2%	\$39,934	\$39,924
Prof. development days/teacher	17.2 days	Up from 14.7 days	10.1 days	10.7 days

School				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio	24.1 to 1	Up from 22.9 to 1	21.5 to 1	21.0 to 1
Prime instructional time	89.6%	Down from 90.5%	89.0%	88.9%
Dollars spent per pupil*	\$6,816	Down 6.8%	\$5,791	\$5,854
Percent spent on teacher salaries*	55.9%	Up from 52.6%	62.2%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	97.5%	Down from 98.7%	95.2%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was an exciting year for Aynor High School. In early spring, we were recognized by the SC Middle Schools Association as a statewide Award of Excellence School. Our SAT team won the AA Lower State Championship for the second year in a row. In March our school was named Palmetto's Finest High School for 2003, the first high school in Horry County to ever receive this recognition. In addition, students earned many individual awards in all areas including two state championship titles in wrestling.

These recognitions are the result of years of preparation and hard work on the part of our faculty, students, and community. While it would be easy to pause and enjoy the fruits of our labors, we realize that the achievements of today will not meet the expectations of tomorrow. Continued implementation of the Education Accountability Act brought the first round of state End of Course tests in Algebra I and field testing of three other End of Course tests. The new High School Assessment (HSAP) is ready for full implementation this year. The new Aynor Middle School opened this year and we became a full member of the International Baccalaureate Program. All of these events remind us of the certainty of change. It is our responsibility to remain on the cutting edge as we prepare our students for success in the future.

We concentrated on providing enrichment activities for our 7th and 8th grade students to increase their performance level on PACT and sharpen their skills beyond the basic requirements so that all may reach the Proficient and Advanced levels of PACT in both ELA and Math. In addition, PACT Science and PACT Social Studies tests were administered, completing the implementation of the core subject area testing program in grades 3-8. This is the last year our school will receive two report cards and we wish our new middle school and its principal, Ms. Sandra Shaver, much success this year and in the future.

We focused on specific strategies for the SC Exit Exam which resulted in over 90% passing all three subtests again last year. This year's 10th graders will take the HSAP as a requirement for a state high school diploma. Our focus on this as well as other assessments will always center on helping every student be successful.

The future is bright for Aynor High School! Ours is a partnership of parents, students, and community members working for the improvement of every student. Thank you for your support as we strive to always be considered PALMETTO'S FINEST!

Darrell W. Ricketts, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.